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Senate Meeting, September 23, 1992

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ACADEMIC SENATE MINUTES

September 23, 1992

Volume XXIV, No. 3

Call to Order

Seating of New Senators

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Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussions with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not Approved by the Academic Senate)

September 23, 1992

Volume XXIV, No. 3

CALL TO ORDER

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:06 p.m. in the Circus Room of the Bone Student Center.

SEATING OF NEW SENATOR

Chairperson Schmaltz introduced two new faculty Senators from the College of Arts and Sciences: Dr. Arnold Insel, Math, who replaces Senator Robert Ritt (1995 term); and Dr. David Weber, Biological Sciences, who replaces Senator Glen Collier (1993 term).

ROLL CALL

Secretary Jan Cook called the roll and declared a quorum present.

APPROVAL OF MINUTES OF SEPTEMBER 23, 1992

XXIV-12 Motion to approve Academic Senate Minutes of September 23, 1992 by Borg (Second, Stock) carried on a voice vote.

CHAIRPERSON'S REMARKS

Chairperson Schmaltz announced that senators had at their places two memorial statements that would be read into the record as Sense of the Senate Resolutions:

XXIV-13 Senator Borg moved a Sense of the Senate Resolution in memory of Bernard Eichen:

"The ISU Academic Senate notes with a sense of loss and sadness that our friend and colleague Bernard ("Bernie") Eichen died this past July 31. From 1975 to 1991 he served Illinois State University as Professor of Music, teaching violin and chamber music, performing concerts and recitals as a member of the ISU Piano Trio as well as with other faculty members, and enriching all our lives with his own zest for the joys of music and life. After his retirement a year ago, he continued to be active in performing and furthering the arts in the community.

Bernard Eichen Memorial (continued):

His immense talents were recognized early in his life. He studied with Efrem Zimbalist and D. C. Dounis and coached chamber music under William Primrose and Marcel Tabuteau. His performing credits amply reflect his abilities: the youngest member of Toscanini's NBC Symphony, violinist with the Beaux Arts Quartet, concertmaster of the Denver Symphony as well as of the Bloomington-Normal-Springfield Symphony. In addition to his tenure at Illinois State University, he taught at the State University of New York in Potsdam, and he served on the faculty of the International Congress of Strings. During his career he performed with such conductors as Beecham, Bernstein, Casals, Leinsdor, Monteaux, Munch, Sxel, and Walter.

Those of us who were privileged to work with him appreciated his musical insights, his incredible ear, and his stylish interpretations of musical masterworks. We mourn his loss yet affectionately remember his friendship."

A moment of silence was observed in memory of Bernard Eichen.

XXIV-14 Senator Hesse moved a Sense of the Senate Resolution written by Dr. Janice Neuleib in memory of Dr. Glenn Grever:

Dr. Glenn Grever, December 13, 1929 -- June 29, 1992

"Glenn Grever, Associate Professor of English, contributed so much to the profession in general and to the English Department in particular that it is hard to begin to describe his life and work. A member of the department for twenty-seven years, he supervised student teachers, taught modern British literature and pedagogy, served on committees, and directed doctoral dissertations, always with good will and integrity. His colleagues remember him as the sane and fair voice in every campus negotiation, a friend who will be missed by all.

In the wider world of public service, Dr. Grever served as President of the Illinois Association of Teachers of English in 1978-79. He continued to work tirelessly for the organization on the Illinois State Board of Education Curriculum Council and the IATE Executive Council. He worked behind the scenes in the National Council of Teachers of English for the improvement of the profession serving on advisory committees and regularly attending the national conference.

We here at Illinois State appreciate his twenty years of service to our ongoing spring conference, Heads of Illinois Secondary English Departments. Glenn co-chaired the conference first with

John Heissler, the conference founder, and then for the past eight years with Janice Neuleib. His contribution to the conference and to the many student teachers who learned from him will be remembered in the Glenn Grever Teacher Education Scholarship Fund. Memorials may be sent to the Illinois State University Foundation, ISU, Normal, IL. 61761."

A moment of silence was observed in memory of Dr. Glenn Grever.

Chairperson Schmaltz started the balloting for the Panel of Ten Election.

VICE CHAIRPERSON'S REMARKS

Vice Chairperson Shimkus congratulated Randy Fox and the SBBD for a successful student leadership conference this past weekend. Senators have at their places statements from students who will be elected to the Athletic Council this evening. Please read those before placing your votes. The last student, Peter Maggio, we requested a statement from him, but did not receive it in time. We copied his application.

SBBD PRESIDENT'S REMARKS

Student Body President Randy Fox: The Task Force to look at student government at ISU was passed and empowered at the SBBD meeting last week. The first meeting will be next Thursday at 7:30 p.m. We are hoping to look at a lot of information from other schools (constitutions and surveys). The purpose of the task force is to take a look at what the best way to provide student government for the students at ISU, working within the community, with other organizations, with faculty, etc.

The Student Leader Conference that we held last weekend was a fantastic occasion. We had eight schools from across the state represented with over 25 student leaders in attendance. Candidates for house and senate in Illinois and the executive director of the Illinois Board of Higher Education, Dick Wagner, were there. Many of our Academic Senators attended Saturday afternoon. What we established from this is a student leader network across the state. We are planning another small conference in February and a very large rally-type conference at the Capitol and Sangamon State University in April.

ADMINISTRATORS' REMARKS

President Wallace: I think it is appropriate at this meeting that I address the Illinois Board of Higher Education's Priorities, Qualities, and Productivity Report and progress to date. The University has been provided by the Illinois Board of Higher Education staff with draft recommendations for program eliminations, for the redistribution of university funding priorities and for a change in university mission. The final versions of these draft recommendations are expected this week by the University through the distribution of materials for the October 6 IBHE meeting. I am told that the media will be mailed the same IBHE materials on Monday.

In my judgment, it is appropriate and necessary for the President to prepare the campus and the community for this shocking news rather than learning of the recommendations from the media. The Academic Senate is the appropriate place to discuss the actions of the University from the faculty and students.

While Illinois State University and other universities have had review processes underway to meet the IBHE deadline of October 1 for their reports on institutional priorities, quality and productivity; the IBHE staff decided to formulate their own recommendations before the universities completed their study and submitted their reports to the IBHE.

Students and staff will be dealing with many questions and frustrations that will result from the IBHE announcement next week. These frustrations will be exacerbated because the IBHE staff's attempt at statewide higher education reform has had no campus participation; has drawn some outlandish conclusions and has been embarrassingly amateurish. The staff has not even been able to give credible statistical treatment to their own data and we have seen no interest yet in accepting remedial assistance from the University.

The IBHE draft recommendations regarding degree programs for Illinois State University include:

- Elimination of the Agriculture Department
- Elimination of four doctoral programs in Economics, Biological Sciences, Mathematics and Art (the Doctor of Arts in Mathematics, not the Ph.D.)
- Elimination of three masters programs: two in Agriculture and one in Foreign Languages.

I would like to emphasize that no formal response will be given to the IBHE on these matters until the University finishes its complete review process which is underway and involves four divisions: the Campus Report to be completed in draft form on October 1 -- which will be shared with the IBHE, the Board of Regents, and the campus community for appropriate follow-up, including official actions by the Academic Senate. The report will identify programs and activities which will be candidates for consideration for elimination or reduction. Ultimately, the University will compare the IBHE's recommendations to those of the campus and offer a formal reply to the IBHE.

In view of the draft recommendation for the elimination of the Agricultural Department, it is appropriate to discuss the Department's productivity at this meeting. As an illustration of the type of data analysis that will be part of our October report to the IBHE in contrast to the process used by the IBHE staff itself. The presentation tonight will also illustrate the inadequate and superficial analysis performed by the IBHE staff.

Let me begin by saying that the IBHE data for 1991 (I'll be using 1991 a lot tonight because that is the last year that we have data compiled by the IBHE reports.) In 1991, there were 93 graduates from undergraduate programs in the Department of Agriculture: 23 in agriculture, and 70 in agribusiness. The total represented 45% of these degrees granted in the state. The cost of both programs is at or below that of the state average. In 1991 the IBHE approved the Master's Program in Agribusiness after substantiating the proposal and demographic data.

On the first overhead we will look at the baccalaureate agriculture programs and find out that we have FTE majors per program where ISU (137) is above the public university average (91) in the state; the number of degrees per program (ISU 47) is above the public university average (23); and the costs per FTE major (ISU \$3,160) is below the state average (\$3,324). The concept of centrality shown on that overhead will not be discussed now, I will ask Dr. Strand to discuss that in his remarks. That will give you a feeling of the kind of parameter that leads to a program being fingered for possible elimination.

In the second overhead we have a remarkable illustration of subtle support by the agriculture department which I sincerely doubt is met by any other department in the University because of the departments active grant and contract work (\$585,444), and because of its sale of farm products (\$279,148). You will notice that 48.5% of the budget supporting the department of agriculture comes from grants and contracts and farm product sales; and less than half of the department's budget (49.7%) comes from department funds. That to me is productivity.

I think that is a good example of the kind of work that has gone on in the agriculture department.

I would also mention that in the preliminary report from the IBHE, they make the statement to support their recommendation that the occupational opportunities for agricultural scientists has declined significantly in the last decade and are projected to grow at less than half the rate of other occupations in the 1990's. We look with interest at the September issue of the "Kiplinger Agriculture Letter" because they asked the question: "A Labor Shortage in Agriculture?" I would like to quote: "It is a pressing problem for much of the U. S. agrifood industry, there will be fewer job hunters than job openings at the entry level in the 1990's. There will be an 11% shortfall of ag school grads overall. That is partly a product of the boom and bust cycle of agriculture. The weak farm economy of the 1980's put the skids on ag college enrollments. Technology that will allow giant advances in food processing and genetic makeup of crops and livestock will require employees with advance scientific knowhow and also computer systems and sensors will need skilled laborers....." It goes on and on. The short supply in food processing and food scientists and biochemists are the kinds of jobs that will be open.

I would like to move from agriculture to data that would look at the overall university degree productivity which again comes from the IBHE data for FY1988 to FY1991. These are extremely impressive numbers --the best in the state. The data shows that 22 of 24 Bachelor's Disciplines were above the state average for the number of degrees per program at public universities (50)* (ISU's average was 64). (Disciplines is the way that the IBHE collects degrees into related disciplines in an attempt to get valid comparisons.) Twenty-three of 24 Bachelor's disciplines had lower cost per major than the state average for public universities (\$2,648). ISU's average was \$1,951. At the Masters Level: 14 of 19 Masters Disciplines were above the state average for the number of degrees produced per program at public universities. And at the Masters level, 17 of 19 masters disciplines had lower costs per major than the state average for public universities (\$5,200) (ISU's average was \$4,116).

I want to emphasize the importance of this. We know this results from our being underfunded, but I would also say that the IBHE in their public pronouncements have talked about productivity. I think in business and industry productivity is defined as: producing some number of products at a low cost. It seems that we have the productivity part of this covered very well.

Although Illinois State is one of only five public university doctoral granting institutions, in FY1991 the University ranked first in the state in the percentage of total degrees granted at the bachelors level. That says that although we granted 40 doctoral degrees and 550 masters degrees, we gave 87% of our total degrees at the baccalaureate level. That was the highest percentage in the state. The IBHE continually tells us that we have to funnel more resources into undergraduate instruction and to teaching, and I think as we work through this data tonight ISU is a model that should be held up as an example rather than receive the treatment that we are receiving. I am pretty confused at this point about the measures of productivity used by the IBHE?

I would like to consider public service and research. We have seen in the material from the IBHE -- antiresearch and anti-public service mentality which has over and over again in the preliminary draft said we must cutback and redirect to instruction. The next overhead: "Reported Total All Costs Expenditures by Functions as a Percent of Total Unit Cost Expenditures for Fiscal Years 1977 through 1991 - Sorted High to Low for Fiscal Year 1991." You can see that the expenditure as a percent of our total expenditure for instruction for 1991 is 87.4%. That is the fourth highest in the state among all the twelve institutions. It is also the highest among the doctoral granting institutions. Again, I would like to stress that our real question should be: "What is the division between instruction, research, and public service as a percent of expenditure for an institution like Illinois State University and the mission that it has in offering graduate and undergraduate education?"

The next overhead illustrates "Organized Research." This University and other universities in the state are being hammered by the press and IBHE for directing our resources away from instruction and to research and public service. On the average, the statistics show that there are only two institutions above the average in 1991. Illinois State University is below the average at 5.1%. We are below the average in the state, but we are also the lowest doctoral granting institution in the state. In 1977, we had 6.6%, which is higher than what we have now. Again, we are told to redirect dollars to instruction and undergraduate education. I would again note that we are interested in the balance.

The final series in the subset of public service shows that the average is 9.8% in the state and we are now at 7.5%. We went from 1.0% in 1985 to 7.5% in 1991. That was viewed as a real sin and that we must have been doing something outlandish to our undergraduate instruction. I have worked most of my

career in urban universities that stress public service and I would be embarrassed if this university was really only spending 1% of its expenditure on public service and development and working on the social, cultural, and economic climate of the state. That should be a result that is being criticized.

Let's look at Instruction, Organized Research, and Public Service Percentage of Expenditures by Function for Fiscal Years 1985 - 1991. Again, we have Illinois State University versus the average. If you look at Instruction: 87.4 vs. 80.5; Organized Research: 5.1 vs. 9.5; and Public Service: 7.5 vs. 10.1 --- all below state averages. There is nothing wrong with those numbers. If we can do this at the same time that we are graduating the largest percentage of our degrees at the undergraduate baccalaureate level, I suggest to you that we are doing a good job for undergraduates at this institution and that we should resist attempts to push us in the direction that we are being pushed.

The next overhead is "Administration -- Institutional Support as a Percentage of Total Reported Academic Discipline Unit Cost Expenditures for Fiscal Years 1981 through 1991 (Sorted High to Low - Fiscal Year 1991)." The Tribune and Craines Business have done a tremendous amount of mud-slinging at public higher education with these materials. Again, we are told to cut back on administrative and support functions and redirect funds to instruction. On April 20th I wrote to Dr. Wagner pointing out the flaws in the data that was put out last Fall which the Tribune and Craines Business used to attempt to make the point that the administrations of the universities in this state were bloated. They may be. But, their data does not correspond to the actual data. We are pictured as having the second highest administrative and support expenditures of any public university in 1990. This is data that IBHE has been putting out for many years, but last year they created a new category of "Administration". What you have before you is the IBHE classification of "Instruction Support." You will see from the data over the last eleven years we have been below the average about 6.5%. Our students in statistical analysis, it would indicate that the range of seven of those institutions from 12.2% to 10.8% -- 11.2 + or - 1%. If you ever looked at the precision of arriving at these numbers, you will see that the precision of the process is at least + or - 2%.

The next overhead is entitled: "Comparison of Fiscal Year 1990 Expenditures as a Percentage from Appropriated Funds for Administration as defined by IBHE) and Institutional Support Sorted by Administration Percent - High to Low." I want to try to distinguish between the two kinds of administrative charges that we have been talking about here. This is at the core of

what we are trying to combat -- the use of data. I would draw your attention first of all to the bottom portion which defines administrative costs which IBHE used for the first time last year. (Administrative data are from IBHE Guidelines for Productivity Improvements in Illinois Higher Education, March 6, 1992, Table 11, and include executive administration, academic administration, financial services, departmental administration, general services, financial aid administration, student services administration, and superintendence of Overhead and Maintenance.) Some of you may remember that we were very unhappy with the segment called departmental administration. The IBHE said that we were using 16.5 million dollars in administration. However, we pointed out that they were including 7.1 million that included budgets in academic departments like civil service, equipment, supplies, contractual services, etc. This is an inappropriate measure of administration. We put this side by side with the institutional support that I mentioned earlier.

Another document that we have received is a significant alteration to our mission statement. I think that this is even more bothersome because the mission statement that would sit in Springfield would be used to compare any new program resubmitted which could be rejected simply on the grounds of not meeting our mission statement. On September 11, 1992, Chancellor received and passed on to me a letter from the IBHE staff and a revised campus mission statement for Illinois State. The letter to Chancellor Groves stated "I welcome your counsel by September 15." That is a five day request which included a weekend for a review by the Chancellor with no communication with the President or campus. In the draft statement it says: ISU's greatest program strengths are found in education and in arts and sciences. Programs in business and fine arts are a secondary priority with programs in the applied sciences and technology more tangential to the University's mission." That is a significant change from what they adopted a year ago in their master plan. I responded on September 16th: "I must reject the content of your proposed campus mission statement and the process that you are following." I think it is absolutely unbelievable that we had such a process and such a mission statement.

Let me tell you a little bit about some of our secondary colleges. Let's look at the productivity of the College of Business. Before we look at these numbers, let me tell you that of 663 business schools reporting data to the American Assembly of Collegiate Schools of Business, Illinois State is the 30th largest undergraduate program and 36th in the number of degrees awarded. Of 663 business schools, Illinois State is one of 280 that are accredited both at the graduate and undergraduate level. The accounting programs place Illinois

State as one of 93 institutions that are accredited at both the graduate and undergraduate level. The pass rate for Illinois State May graduates taking the CPA examination and passing the entire exam on the first sitting was 42% compared to the national pass rate of 21%. Pretty good for a secondary mission.

This overhead shows you a Comparison of Selected College of Business Programs - Undergraduate Data with other Illinois Public Universities. It compares ISU with other public universities. Out of ten accounting programs in the state, ISU ranks fifth with the number of majors; third in the number of degrees, and seventh in the cost per credit hour. If you look down the cost per credit hour, the only one where we are number one is International Business, and that is the only program in the state. The next closest we get to one is number three for Administrative Systems and Office Technology, and there are only four of those programs in the state. In this whole process, we have seen absolutely nothing in terms of a context for national norms.

The College of Fine Arts has also been designated a secondary college. The International Council of Fine Arts Deans surveyed 217 institutions and placed Illinois State's number of majors of over 900 as one of the largest colleges of fine arts in the country with only three programs. Many of those other colleges have more than three departments or three categories of programming. Illinois State University has 25% of the theater majors among Illinois public universities. Does one need to reference Illinois State's Theater Department's history related to Steppenwolf Theater or our Shakespeare Theater -- I don't believe so.

The College of Applied Science and Technology was categorized as tangential to the primary mission of the University. It would be interesting to ask State Farm about the quality and number of our graduates that they hire. From 1988 to present, 185 Illinois State graduates have been hired for entry level positions in data processing at State Farm. This represents about a third of those hired during this period. In the last four years, more than 426 enrollments in Applied Computer Science courses have been State Farm Employees. This State Farm example illustrates the lack of appreciation by the IBHE for another component of our mission.....the role of universities in economic development, creating jobs and providing professional continuing education for business, industry, and the professions.

The thought of labeling whole colleges as secondary and tangential is ludicrous, demonstrating the lack of understanding of a scope of a university and the multi-dimensional functions of a

mission of a university.

This evening I have described for you just a few examples of the productivity that exists throughout the University that make the preliminary set of recommendations of the IBHE inappropriate and undesirable for the future of the University and the State. Further such analyses will be presented in the future to the appropriate bodies.

I would like to summarize, compared to other universities in Illinois, Illinois State University, one of only five doctoral universities in the state:

1. has the best institutional record for baccalaureate and master's disciplines, compared to the state averages for both the number of degrees conferred per program and the cost per program;
2. has a percent of expenditures for instruction, research, and public service below the state average;
3. ranks number one in the state for the percentage of total degrees conferred at the bachelor's level;
4. has executive administrative cost below the state's average for six of the last 11 years and currently ranks fourth lowest among twelve institutions; and
5. is the only university underfunded by the IBHE's comparative cost study and related policies.

Meanwhile, the University is told by the IBHE to increase expenditures on undergraduate instruction, reduce research and graduate emphasis, reduce research and graduate emphasis, reduce administrative costs and be more productive and cost effective. I ask: relative to what? The University has been given no context or valid supporting data for the IBHE's conclusions.

Long before now, you have been asking, "What's going on?" Obviously, this is not an educational reform process as it may have been reported to be. But, it is a political positioning to accommodate the obvious lack of state revenues that will exist over the next few years. Rather than deal with the state's real fiscal problems -- and that is the gap between the wealth of the state and the state's investment in health, education and community services. The IBHE PQP process has made a mockery of educational reform and has insulted the University with its flawed process and results which do not recognize the

institution's quality and productivity.

I am going to stop at that point and ask Dr. Strand to talk about centrality.

Provost Strand: At the bottom of the page you see marked in blue the reference: "One measure of centrality is provided. The extent to which a program provides support to programs in other disciplines and to the general education curriculum at the undergraduate level as measured by the percent of credit hours in each discipline that is taken by students who are majoring in other areas." Think about that definition for a moment. It is entitled centrality, but it is a definition which defies most peoples' logic and explanation of centrality. That is part of what drove the exercise which you saw reflected in information that went to the Board of Higher Education as a part of the May 5th meeting. They took all of these state programs and you see the indices at the top with centrality on the right and you see a grading in terms of centrality. We then took what the state had done and applied our own figures to that for each of the areas. You will see on this transparency the agriculture program and the markings of where we are above or below the state average and the definitions of lowest, moderate and highest -- Highest refers to the highest 25%; Moderate, middle 50%; and lowest, the lowest 25%. You can see how quantifiably driven all of this is. Where does quality fit into this equation?

Then, for the September 3rd meeting, the Illinois Board of Higher Education came back with a section of its report entitled: Statewide Analysis of the Productivity of Instructional Units at Public Universities. It then took over twenty disciplines and provided an analysis as to what the current state of affairs was in terms of public higher education with regard to these areas. You will see the words that I have underlined, eliminate and reduce, this follows throughout the entire document. At the end of this report, you see the summary statement that reads: "This report provides a statewide perspective on the productivity of instructional programs at public universities, the analysis identifies twenty-two disciplines in which programs should be consolidated, reduced or eliminated, and shows that substantial and significant program reductions and eliminations can be undertaken in order to achieve productivity improvements in instruction." Once again, we have definitions that drive the process which are suspicious at best -- centrality being an example. We have things converted to quantifiable measures such as those tables that were shown. You have conclusions drawn and articulated in this report about the massive changes that are to take place in public higher education. Keeping in mind all of this surfacing as well as all of our

institution's specific reports -- all of this surfacing before they have heard from the campuses in response to a requested exercise that they asked us to start and to complete by submitting reports by October 1st.

President Wallace: I believe we can take that centrality back to agriculture -- where we say that 79.8% was the percent hours of non-majors in agriculture. The fact that we had a department that was providing service courses was a negative. That would be an example of de-centrality, which gets you in trouble. Which, of course does not make much sense. The department of agriculture is providing courses for Home Economics, Chemistry, etc. Why should that be viewed as less important or a basis for elimination. This should give you a feel for the kind of data that we are going to present that we feel is important vs. the IBHE data.

Senator Ken Strand: I have a question for President Wallace. Why do you think the IBHE beat us to the punch as far as their recommendations coming out before you made your report?

President Wallace: I think it is just another example of the entire process being driven by people who want to prepare budgets for FY94 (which are due in December) and this whole thing is driven because there will simply not be tax money available for the next few years. Therefore, we don't have the money to give to higher education -- what do you do to get votes -- you reform higher education. You make people happy. That is what it is all about. Higher education was not the only group left out in this process. Can you imagine doing a first class job on reform of public higher education in the state and not bring business and industry into that. Business and industry should also be a little upset. Because they ought to be asking public higher education to at least bring them in to talk about the future to provide the kinds of relationships with universities that business and industry needs.

Senator Thompson: It would seem to me that universities should support one another.

President Wallace: I think there has already been a lot of that going on. I want to commend the students for a session that they had last week. That wasn't the first, they have attended hearings in Springfield a couple of times, and received quite an education at appropriation hearings over the last few years. I would like to hire a student to go down for me to these hearings. The Deans have already scheduled meetings with faculty. This is Alumni weekend -- I can imagine that the agriculture department will be talking with their alumni. I think it is a time when administrators like myself have very little credibility

and will be viewed as trying to maintain our administrative bloat and being defensive about all the mistakes we have made. I think it is a time when faculty, students, and alumni need to get involved in what is going on and ask some real questions about the kind of process this is. There are many examples in other states that are going through reform of public higher education and doing a first class job.

Senator Razaki: The University is already getting out its own study about which programs are strengths and weaknesses. What is the time frame for that?

President Wallace: That is one of the things that bothers us quite a bit. We had a process underway. We said right along for the last nine months that we would look at high priorities and low priorities and there would be some programs that we would eliminate or reduce. A lot of this negativism -- particularly the anti-research, anti-public service, anti-administration, is sort of getting on the force that "we are protecting the undergraduate student and instruction." That sounds pretty good to the public and the newspapers. That is the game they are playing. We have said from the beginning and it goes on every year that programs are eliminated. We have eliminated fifty-some programs in the past ten years. This is nothing new. The point that is dangerous now is that we do not get the opportunity to do our own analysis, and that people are sitting in Springfield making decisions. It is not that we object to tightening our belts.

Senator Razaki: There are a lot of rumors floating around about which programs are on the hit list. When will that list be released?

President Wallace: The IBHE report will be distributed next week. It will be public information on Monday. What I discussed this evening were the programs at ISU that were earmarked.

Senator Zeidenstein: The date when ISU's report is due at the IBHE is October 1?

President Wallace: Yes.

Senator Zeidenstein: Then what is the date that the IBHE plans to consider their report and the reports from each University?

President Wallace: October 6th is the date that the IBHE will have these programs proposed for elimination on the agenda for information only. They would be acted on at the November meeting.

Senator Zeidenstein: So, there is basically about six days to compare all the universities reports and blend them into recommendations, before the October 6th information meeting of the IBHE. Then there is another month after that where there will be action scheduled on the IBHE staff report -- which could be presumably or theoretically altered during that month before action.

President Wallace: Anything is possible. I would point out also that the Illinois Board of Higher Education does not have the authority to eliminate programs. The Board of Regents has to do that. The IBHE can withhold funding.

Senator Zeidenstein: The reason I asked is that in most legislative bodies the purpose of an information item at a meeting prior to an action item at a later meeting is to allow alteration of a document before action is taken. At least the opportunity for making alterations is there.

Senator Hesse: Is it possible to characterize the Board of Regent's activities, given these things. It is somewhat ironic that several months ago several of us were calling for their heads, and now it seems to me that they may be something of a buffer in this whole process. Can you comment at all as to their response to the IBHE?

President Wallace: In any state where you have a coordinating board like the IBHE that has to tolerate any coordinating board which has powers.

Senator Razaki: I would like to second Senator Thompson's sentiments that the campus get together on this. It seems to me that the administration could also recommend cutting programs. At that point there is a possibility of divisiveness on campus because our departments are not the ones being hurt. I would strongly suggest that we all side together. Will you take that into consideration in the final recommendation.

Senator Borg: I was interested in the Board of Higher Education reports that the Provost reported on. In the last report you showed, it states that it is supposed to be educational reform. Do they recommend anything to be left in?

President Wallace: That is a good point. There were about 25 items that were recommended for reduction or elimination. We are really looking at those types of outcomes.

Senator Hesse: This is a response to a point that Dr. Strand raised about quality or the definition of what the university in particular is seems to have been omitted entirely from this

analysis that was driven by statistical measures which as the President point out seem to be flawed. My question is: Do you perceive any chance for a concerted response developed around the notions of quality of education, or are we trapped in a statistics and number swapping game? We need to say that the terms of the debate are more than potentially flawed statistics.

President Wallace: I think we are in a position where the colleges affected on this campus either financially or philosophically will have to come from our own campus.

Provost Strand had no remarks.

Vice President for Student Affairs, William Gurowitz had no remarks.

Vice President for Business and Finance, James Alexander, had an excused absence.

ACTION ITEMS

1. Student Appointments to External Committees

Senator Hesse: Could you briefly tell me how these nominations are made. I note that there are no students from the College of Fine Arts and only one student from the Humanities area of the College of Arts and Sciences. Other colleges seem to be fairly proportionately represented.

Senator Shimkus: Students have applications made available to them. They turn in applications to the Senate Office and are selected through these applications.

Senator Hesse: Is this a typical pattern in past years.

Senator Shimkus: I don't think there is any particular pattern.

Chairperson Schmaltz: All of the students on the list have been checked for academic probation.

ATHLETIC COUNCIL

ATHLETES (elected by the Senate)

Karen Hopkins, Senior, Jr. High Education

George Brown, Senior, Parks & Recreation

XXIV-15 Motion by Shimkus (Second, Fox) to approve nominations for student appointments to external committees carried on a voice vote.

ACADEMIC STANDARDS COMMITTEE

Angela N. Bozym, Sophomore, Elementary Educ.
Trina Brashear, Junior, International Business
Melissa Phillips, Junior, Home Economics
Andrew T. Ryan, Sophomore, International Business

COUNCIL FOR TEACHER EDUCATION

Kathleen Barry, Senior, Business Education
Andy Hopp, Senior, Math Education
Victoria Poelsterl, Junior, Early Childhood Educ.
Susan Trottier, Junior, Health Education

COUNCIL ON UNIVERSITY STUDIES

Gregory Bracey, Junior, Applied Computer Science
Kim Devine, Senior, Political Science
Kari Wetzell, Sophomore, Applied Computer Science
Randy Wilson, Junior, Occupational Safety

FACILITIES PLANNING COMMITTEE

Richard Fulton, Graduate Student in Mathematics
Rhonda Jansen, Senior, Human Resource Management
Shannon Luitjens, Senior, Financial Accounting
Shannon Payne, Senior, Industrial Technology
Mary Pool, Junior, Marketing

HONORS COUNCIL

John Albers, Junior, Political Science
Dawn Ferguson, Sophomore, Management
Dwight Judy, Junior, Accounting
Jessica Gillespie, Junior, Marketing
Steve Ladwig, Junior, Economics
Amy Moran, Sophomore, Special Educ. Development

LIBRARY COMMITTEE

Bradley Braundmeier, Junior, Mathematics
Nicole Dunbar, Senior, Applied Computer Science
Crista Lee King, Junior, Mathematics
Chris LaBounty, Graduate Student, Accounting
Joe McDonald, Junior, Mathematics

REINSTATEMENT COMMITTEE

Angela M. Badorek, Junior, Early Childhood Educ.
Lynne Shapiro, Junior, Physical Education
Suzanne L. Shuman, Senior, Psychology

UNIVERSITY CURRICULUM COMMITTEE

Seth Davis, Junior, Finance
Danielle M. Pascucci, Junior, Political Science
Suzan V. Reczkowicz, Senior, Accounting
Justin Zimmerman, Freshman, Applied Computer Sci.

**2. Panel of Ten Election
Administrative Selection Committee Chairperson Panel**

The Academic Senate elected the following members to the Panel of Ten for the 1992-1993 year:

Robert L. Arnold, Educational Administration
Hank Campbell, Industrial Technology
John B. Freed, History
Margaret M. Kelly, Music
Walter B. Mead, Political Science
Lanny E. Morreau, Specialized Educational Dev.
John B. Pryor, Psychology
Diane F. Urey, Foreign Languages
Steve Webel, Agriculture
Ray Lewis White, English

3. Academic Standards Committee Chairperson Appointment

XXIV-16 Motion by Walker (Second, Borg) that the Senate approve the nomination of Dr. Michael Lorber as Chairperson of the Academic Standards Committee by the Academic Affairs Comm. carried on a voice vote.

4. Rules Committee Recommendations for External Committee Appointments

XXIV-17 Motion by Nelsen (Second, Newgren) to approve Rules Committee recommendations for faculty appointments to external committees carried on a voice vote.

University Writing Examination Board
Patricia Klass, EAF
Patricia Mononson, Speech Path.

Vidette Publications Board
Michael Shelly, Communication

SCERB Grievance Committee
David Tucker, SED
Peter Lindquist, Geography

INFORMATION ITEM

1. Administrative Affairs Committee Language and Makeup of Search Committees

Senator Hesse: I will speak and take the position of someone who has read these documents very closely, but due to other obligations has not been able to make committee meetings. My colleague, Senator Kaiser, has been at committee meetings. What I have done is read these proposed changes very closely against the existing procedures and can probably answer questions. Senator Kaiser may be able to answer questions about the spirit of the changes. The Administrative Affairs Comm. was asked last January by the Executive Committee to review the four search processes which you have in front of you. This was motivated by the fact that some of them had not been reviewed since 1971. As Dr. White noted in his cover memo to the Executive Committee, the intention was to make the search processes as parallel and uniform as made sense. Curt has noted some of the changes that were made here along with what the committee felt was the most substantive change which was the addition of a Civil Service representative to the Vice President for Business and Finance Search Committee.

Senator Kaiser: The committee's charge was limited to editorial changes rather than substantive changes.

Senator Zeidenstein: There were no substantive changes?

Senator Hesse: The one that I noted above and the appointment of a Vice Chair to each committee.

Senator Zeidenstein: The Vice President for Business and Finance Selection - subparagraph F. Why did you use "shall" here and "may" in other instances. Would you consider changing this?

Senator Kaiser: We tried to standardize the documents.

COMMITTEE REPORTS

ACADEMIC AFFAIRS COMMITTEE - Senator Paul Walker reported that the committee as one of its agenda items this fall will be taking up the issue of a Gender Free Language Policy for the University Policy Manual. The Committee will be meeting this Friday, at 1:00 p.m. in Prairie Room Two to discuss the New Start Policy. We will have Ira Cohen as our guest.

ADMINISTRATIVE AFFAIRS COMMITTEE - Senator Hesse called a meeting of the committee following Senate adjournment to discuss the Academic Calendars for 1995-1996 and 1996-1997.

BUDGET COMMITTEE - Senator Cook reported that the Budget Committee met before Academic Senate, and had a discussion with Ron Fortune about funding of approved and pending NEPRs.

Senator Walker: What was the status of that? Can you make any of that information known about the NEPRs. Is that going to continue to be internal reallocation -- are there any new monies coming forward?

Senator Cook: He was talking about internal reallocations for the funding of the three NEPRs which have gone entirely through the approval process. He described the three other NEPRs which are awaiting BOR or IBHE approval. All three of which seem to have substantial outside support. The internal portion of the funding is much more limited than in previous years.

FACULTY AFFAIRS COMMITTEE - Senator Newby reported that the Faculty Affairs Committee would meet after Senate.

RULES COMMITTEE - Senator Nelsen reported that the Rules Committee will meet in the next week or so. We will be considering a Harassment Policy. For the Senate in general, we have a problem trying to staff committees. Our volunteer list of approximately eighty faculty members is about exhausted. This fall we will put out a new request asking faculty members to volunteer. Committee service is not always recognized and appreciated, but we would appreciate if you would encourage your colleagues to volunteer for committee work. We still have several committees that have vacancies.

STUDENT AFFAIRS COMMITTEE - Senator Hoffmann reported that the committee would be communicating with other committees regarding student concerns. He reminded all senators that this weekend is ISU's Homecoming.

COMMUNICATIONS

Senator Walker: In light of President Wallaces' report this evening, would it be in order to have a Sense of the Senate Resolution supporting his efforts in dealing with the Board?

Chairperson Schmaltz: We could have a faculty caucus before the next Senate meeting.

Senator Fox: Why are we leaving out the students? The problem affects the whole University.

Chairperson Schmaltz (with advice from the Parliamentarian) stated that a Committee of the Whole Meeting would be called prior to the next Senate Meeting to discuss the matter.

Senator Razaki: We may want to expand our resolution to include the other state universities as well as ISU.

Senator Zeidenstein: It would be well to at least wait until copies of the document are in our hands and we have read them before we condemn it.

Senator Johnson: I would like to have copies of reports for all the other schools.

President Wallace: This will be sent to the Library, and each department chair and college dean will have copies.

Senator Thompson: I had another communication. Monday, October 5th is the last day to register to vote.

Senator Razaki: Would it be possible to have copies of the entire report?

President Wallace: It would be up to the Senate Office budget.

Senator Walker: I am very concerned for the University about the request from IBHE to consider a change in our Mission Statement. They really can't change a mission statement. There are two mission statements. There is our statement and there is their mission statement. How verbal do we need to become against their mission statement? President Wallace's letter has been very strong; but the Academic Senate through the Academic Affairs Committee has the purview to deal with the mission statement. How do we need to respond to that?

President Wallace: The IBHE mission statement uses a different scope in their master plan. They receive our mission statement. They unilaterally put in their master plan whatever they want.

Senator Walker: If the two mission statements are counter to one another, what is the end situation?

President Wallace: They are really apples and oranges. Our mission statement talks about education in general. Theirs is about statewide responsibility, regional, and national, etc. The change in mission statement is a long term concern.

Senator Walker: It would be wise for the Senate to respond to than then.

Senator Ritch: I would like to announce that one of the secondary colleges on campus would like to invite you to the Ewing Arts Festival this weekend. This event raises scholarship money for students in the number one fine arts program in the state.

ADJOURNMENT

XXIV-18 Motion to adjourn by Zeidenstein (Second, Ritch) carried on a voice vote. Academic Senate adjourned at 8:46 p.m.

**FOR THE ACADEMIC SENATE
JAN COOK, SECRETARY**

